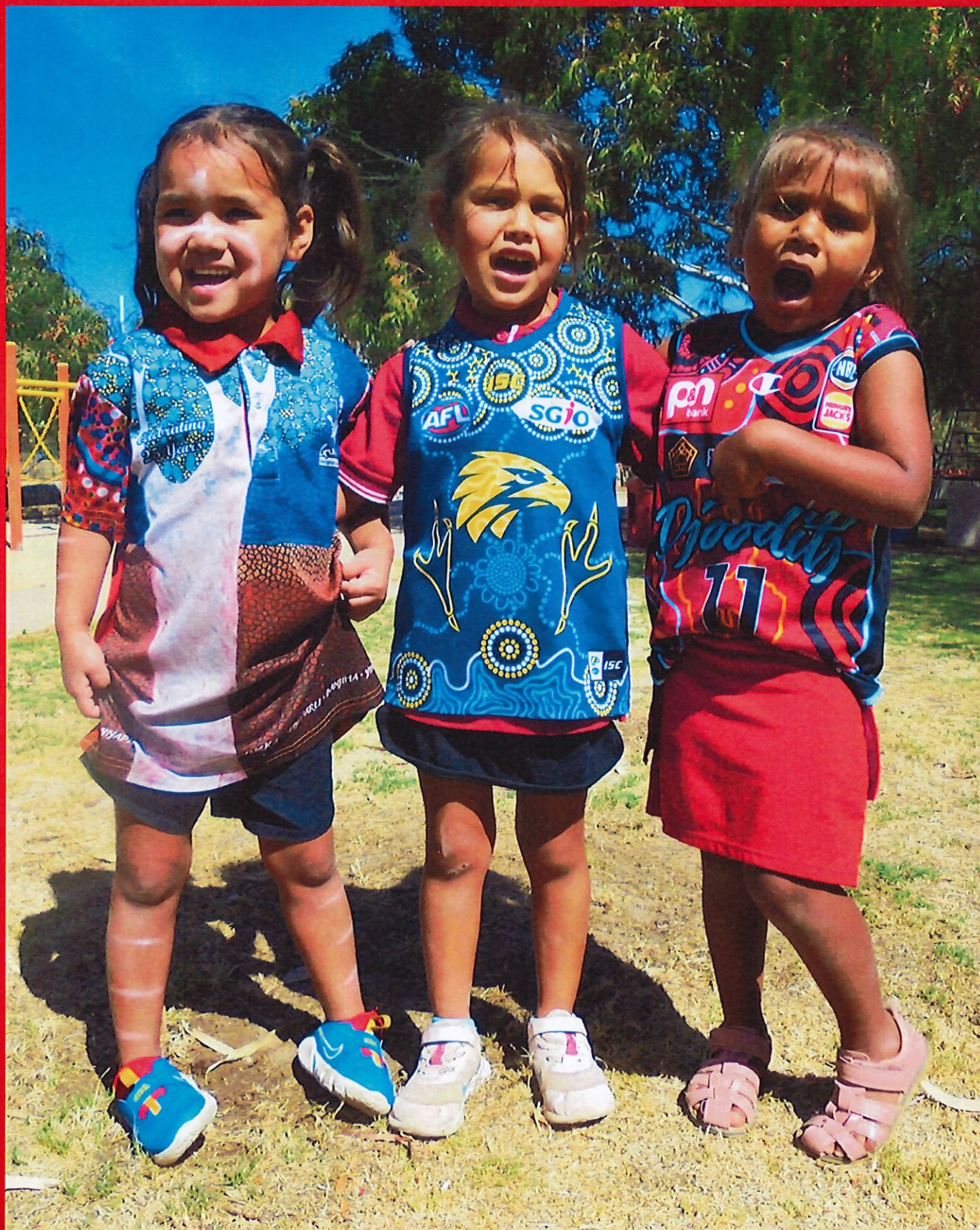




Kondinin Primary School

2023 Annual Report

Together Towards Tomorrow



SCHOOL OVERVIEW

Kondinin Primary School is a small, inspiring and community minded school with a diverse student population, and our school services the families that live within the town and on surrounding farms. At Kondinin Primary School we focus on using our strengths to drive student learning. As a school and community our strengths centre on our small and very tightly knit community - where everyone looks out for each other, which is underpinned by strong diversity. As a small school we are intricately intertwined and connected to our community.

Kondinin is a proud town located in the Wheatbelt, approximately 3 hours' drive east of Perth, with a population of around 300. The community enjoys fantastic facilities, including a newly built swimming pool, sports club and community garden that are next to the school. Kondinin serves as a hub for hospital services, engineering for the agricultural sector, aged care and is the base for Western Power workers for the district. The town is very family friendly with many outdoor play areas for children, and a proactive Community Resource Centre, who often puts on events and after school workshops for kids.

The Shire of Kondinin, which also encompasses the townships of Karlgarin and Hyden, is based in town and is very supportive of the school. As a Wheatbelt town, many of the activities revolve around the local farms and the seasons. Kondinin is fortunate to have respected Aboriginal Elders and has a strong local Aboriginal population. We have strong community support including local businesses.

Kondinin Primary School teaching staff consists of the Principal, two full-time teachers and one part-time teacher. Physical Education, Art, Music, Japanese, Digital Technologies and Library programs are just some of the learning opportunities that are provided by our classroom and specialist teachers. Students are well supported by staff and are encouraged to participate in interschool, state and national programs across the curriculum. We aim to give every child many and varied opportunities in their learning, and each student is provided with their own laptop for use at school.

Kondinin Primary School has a whole school Explicit Teaching approach, as well as an Intentional Play-Based Learning focus on the Early Years. The school is very well resourced, and we have an established WALT (We Are Learning To) and WILF (What I'm Looking For) visible learning lesson framework that provides a gradual release of responsibility structure for our students.

The teachers are committed to improving the social and emotional outcomes for students as well as improving learning outcomes. The school has a clear, well understood behaviour management and attendance policy, and reward for students to acknowledge their achievements in academic and non-academic fields of endeavour. We have developed our own program based on our CARES Values (Courage, Attitude, Respect, Excellence and Service) to focus on our social-emotional learning.

The Kindergarten/Pre-primary building is situated within the school grounds, and we also have a separate art/technology room with a kitchen for cooking and Breakfast Club. All classrooms contain a Smart TV or interactive whiteboard. The school has its own surfaced basketball courts, an oval and pleasant shady area. The town oval and tennis courts are within five minutes' walk from the school and are readily available for school use.

Kondinin Primary School enjoys the support of the Parents and Citizens (P&C) Association. Over the years the P&C have supported the school by providing funds for resources and projects. The P&C has been responsible for maintaining a well-resourced library as well as the provision of a variety of other resources.



OUR VISION

Where students have opportunities to achieve excellence through high quality staff, a supportive community, and an engaging and safe learning environment. We aim to produce students who will be the resilient, productive, and respectful citizens of tomorrow.

OUR PURPOSE

To be the school of choice for local families by providing an individual, responsive, and engaging program of learning. To develop the whole child for the challenges and opportunities of the future.

OUR BELIEFS

Students learn best when they have:

- Opportunity to learn – practice, observation, and engagement.
- Connection and Challenge – prior knowledge and fresh challenges.
- Action and Reflection – both doing and reviewing.
- Motivation and Purpose – motivating with clear purpose.
- Inclusivity and Difference – respect and accommodate differences.
- Independence and Collaboration – by themselves and with others.
- Supportive Environment – safe and conducive to learning.

OUR VALUES

Courage Attitude Respect Excellence Service



2023 Kondinin School Board Report

As Chair of the KPS Board, I have pleasure in providing an overview of the Board's 2023 activities.

The Board undertook the designated responsibility of providing strategic oversight of the school's direction by monitoring performance. We endorsed and reviewed the annual budget, and annual school report. The Board approved fees, charges, booklists, and extra cost options, and promoted the school to the wider community.

A particular focus was monitoring the progress of the new Business Plan (2023-25) developed by staff and endorsed mid-year. This outlined the priority and target areas for the next three years. The results of the 2022 KPS Public School Review process were also reviewed by the Board and are now available online.

An aspect of curriculum was explored at each meeting enabling the Board to improve our understanding of KPS's approach to literacy, numeracy etcetera. Members also undertook School Board training, completing four of the five online modules. In addition, efforts to obtain a KPS designated school bus received attention. Correspondence was forwarded to Members of Parliament and School Bus Services, sadly without success.

I extend my appreciation to the Kondinin Primary School staff, led by Principal Keira Van der Wal. We are privileged to have such a caring team to educate and nurture the young people of Kondinin.

Members of the Board give their time generously and I thank you for your support, robust discussion, and dedication to ensuring every decision is in the best interests of our children. The 2023 members included Keira Van der Wal, Jenny Davis, Kodee Sariago, Don Pegrum, Tom Henderer, Tory Young, Helen Crane, Paul Ardagh, Toni Smeed, and me. I especially acknowledge Don Pegrum who stood in as Chair in my absence, and also Tom Henderer who has been our dependable secretary.

Bev Stanes
School Board Chair



SCHOOL CONTEXT

Kondinin Primary School is interconnected with the local community. We prioritise the development of strong, respectful and productive relationships between families, students and staff - which provides the opportunity for all students to be well known and to achieve success. This culture of valuing every student is evident and informs our actions, vision and values, which empowers our students to always strive to achieve their personal best. We have active community partnerships, and our School Board and P&C are strong, which contributes to our vibrant and engaging learning environment.

As a school our 'Kondinin Way' is as central to our identity as our motto 'Together towards tomorrow'. Our inclusive, respectful and safe environment enables us to continue to achieve strong outcomes for our students and promote individual progress and achievement. We have high expectation of our school community that are underpinned by a caring, proactive and rigorous approach to curriculum, Social and Emotional Learning (SEL) development, management of Students at Educational Risk (SAER), behaviour and attendance.

STUDENT PROFILE

Kondinin Primary School

Student Numbers (as at 2023 Semester 2)

Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(3)	4	5	4	7	3	3	1	30
Part Time	5								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students

	Kin	PPR	Pri	Sec	Total
Male	1	1	14		16
Female	4	3	9		16
Total	5	4	23		32

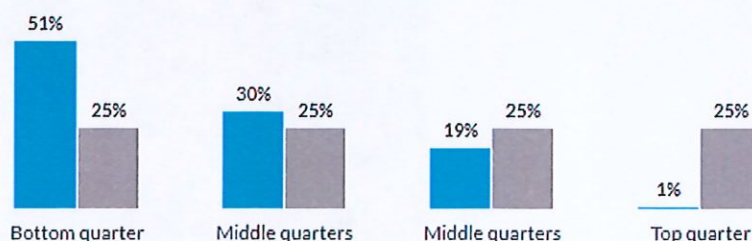
	Kin	PPR	Pri	Sec	Total
Aboriginal	4		9		13
Non-Aboriginal	1	4	14		19
Total	5	4	23		32

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 860
Average ICSEA value 1000
School ICSEA percentile 5

Distribution of Socio-Educational Advantage (SEA)



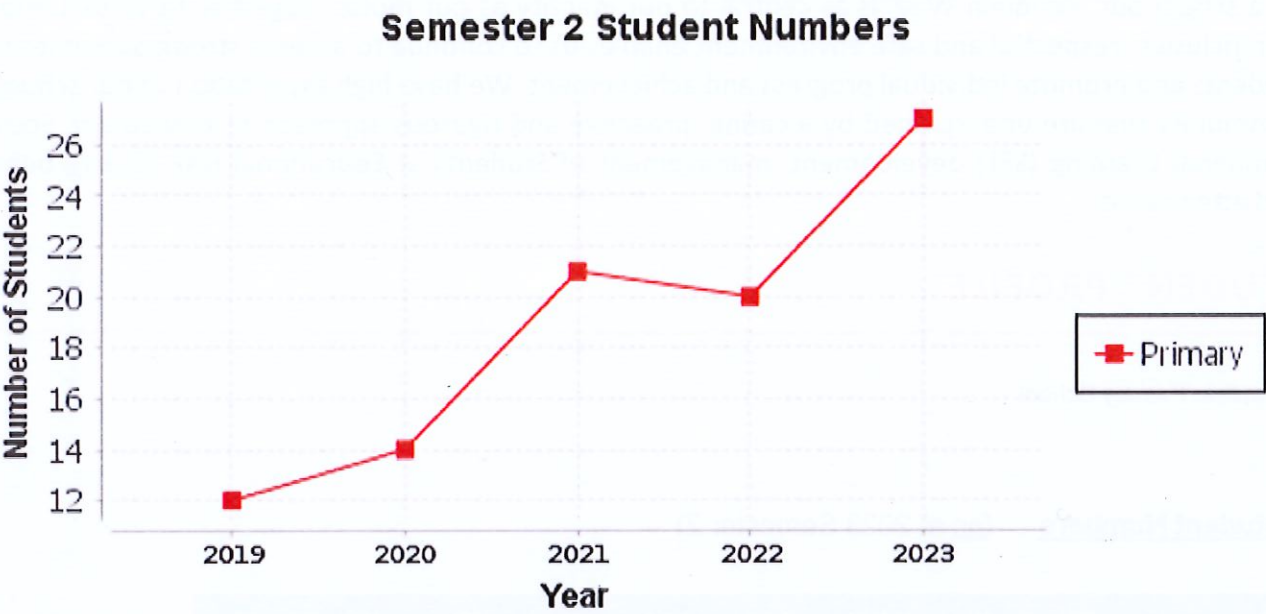
■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100

STUDENT PROFILE continued

Student Numbers—Trends

Kondinin Primary School



Semester 2

	2019	2020	2021	2022	2023
Primary (Excluding Kin)	12	14	21	20	27
Total	12	14	21	20	27

Destination Schools

Kondinin PS had one male graduating student in 2023. This child enrolled at Narembeen District High School for 2024.



WORKFORCE COMPOSITION

2023 has seen Kondinin PS welcome new staff members and say goodbye to others. Taylor Gleeson, our Aboriginal Indigenous Education Officer (AIEO) went on Maternity Leave towards the end of 2023. She is due to return in Semester 2 of 2024. Kerry Winmar-Taylor has stepped into this role during Taylor's absence. We also farewelled EA, Natalie Roads, who has temporarily opted for a coastal change at Bremer Bay Primary School and Principal, Keira Van Der Wal, who won the Principal position at Katanning Primary school. Jenny Davis and Agnieszka Kovler joined our teaching staff at the commencement of the 2023 school year. Incoming staff for 2024 are Heather Head, Education Assistant (EA) and Merranie Beal, Principal.

Kondinin Primary School has a dedicated staff who are committed to ensuring positive outcomes and sustained progress for every student at our school. Staff are experienced professionals and proactive ambassadors within the local community.

In 2023 there were two and a half multi age classes with two full time and one part time teaching staff members. Three classes run for the morning sessions, allowing more targeted instruction in English and Maths. In the afternoon there are two classes. In addition, the school had two Education Assistants and an AIEO who worked one day per week. Administration consisted of a teaching Principal, Manager of



Kondinin Primary School (5252)

Staff Information

	No	FTE	AB'L
Administration Staff			
Principals	1	1.0	0
Total Administration Staff	1	1.0	0
Teaching Staff			
Other Teaching Staff	3	2.6	0
Total Teaching Staff	3	2.6	0
Allied Professionals			
Clerical / Administrative	3	1.2	0
Gardening / Maintenance	1	0.8	0
Other Allied Professionals	2	1.0	0
Total Allied Professionals	6	3.0	0
Total	10	6.6	0

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Note

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia.

STUDENT ATTENDANCE

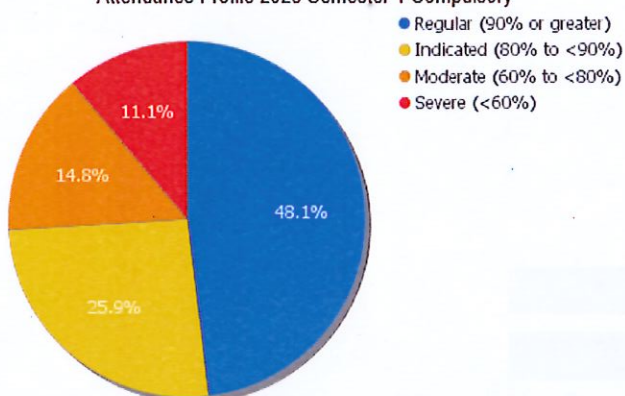
Our overall attendance data shows a gradual decline over recent years. Our focus is to return our school attendance to being above both 'Like schools' and 'All WA Public Schools'.

Of significant concern is that only 16.1% of our students had 'regular' (90% or greater) attendance in Semester 2, 2023. Of equal concern is that a further 16.1% of our children were at 'severe risk' due to their attendance. Risk is in relation to possible academic outcomes and social-emotional wellbeing.

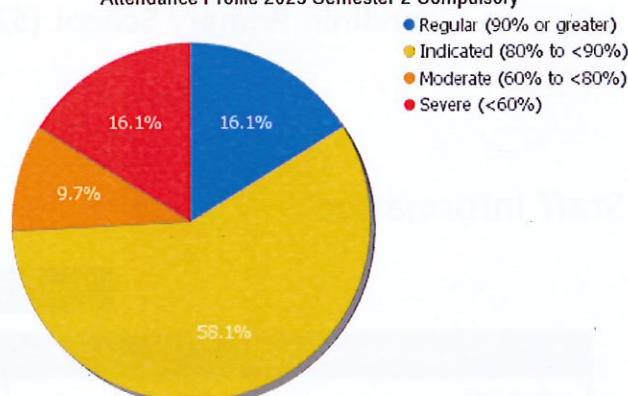
Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	95.5%	90.5%	92.4%	86.5%	77.3%	76.8%	91.4%	88%	91%
2022	90.3%	85.6%	88.3%	68.2%	65.2%	69.5%	80.1%	78%	86.6%
2023	88.5%	88%	90.3%	71.7%	73.4%	74.3%	82.6%	84.1%	88.9%

Attendance Profile 2023 Semester 1 Compulsory



Attendance Profile 2023 Semester 2 Compulsory



100%	Attendance is excellent and conducive to best academic results.
90 – 99%	Attendance is classified as being as REGULAR
80 – 89%	Attendance is classified as being at INDICATED RISK
60 – 79%	Attendance is classified as being at MODERATE RISK
0 – 59%	Attendance is classified as being at SEVERE RISK

Attendance Follow-up

Families are regularly encouraged to contact the school to report any student absence. Follow up phone calls are made where a reason for absence has not been established. Classroom teachers follow up initial attendance concerns and track ongoing issues to form part of regular staff data analysis.

Students with attendance below 90% receive attendance letters to explain absences. This also reinforces the importance of regular attendance and encourages students to maintain their attendance rate.

Attendance plans are put in place for students who are identified as at risk for attendance and these are actively monitored by all staff. If ongoing attendance concerns and issues are noted, school administrators case manage individual students and provide support. Additional support from Regional Office is sought to assist with re-engagement.

ATTENDANCE continued

The 2023—2025 Kondinin PS Business Plan has a non-academic target of “Increase the proportion of students in the ‘regular’ attendance category annually”.

The table below shows the percentage of students in each of the attendance categories over the last 7 years. The data reveals that the number of students in the ‘severe’ category has steadily increased, while our ‘regular’ attenders have decreased correspondingly.

Year Semester	Attendance Category				Overall % Attendance KPS	Overall % ‘Like Schools’	Overall % ‘All WA Public Schools
	Regular (90% or greater)	Indicated (80—89%)	Moderate (60—79%)	Severe (less than 60%)	- The comparison data is only available for Semester 1 of each year. ‘Like schools’ comparisons were not available before 2021.		
2023 Semester 2	16.1%	58.1%	9.7%	16.1%			
2023 Semester 1	48.1%	25.9%	14.8%	11.1%	82.6	84.1%	88.9%
2022 Semester 2	75%	10%	5%	10%			
2022 Semester 1	40%	28%	20%	12%	80.1%	78%	86.6%
2021 Semester 2	68%	12%	12%	8%			
2021 Semester 1	63.2%	31.6%	5.2%	0%	91.4%	88%	91%
2020 Semester 2	73.7%	10.5%	10.5%	5.3%			
2020 Semester 1	35.3%	41.2%	11.8%	11.8%	90.7%		91.6%
2019 Semester 2	92.9%	0%	0%	7.1%			
2019 Semester 1	60%	20%	20%	0%	91.6%		91.9%
2018 Semester 2	71.4%	23.8%	4.8%	0%			
2018 Semester 1	64%	28%	8%	0%	92%		92.6%
2017 Semester 2	82.6%	13%	4.4%	0%			
2017 Semester 1	68%	24%	8%	0%	92.2%		92.7%

At the end of 2024 there were a small number of students in the ‘severe’ risk category for attendance. Where possible, the school has engaged with the families of these students to seek solutions to restore ‘regular’ attendance. The school will continue to monitor the attendance of all students to ensure that assistance and support is timely and relevant to the individual needs of the student(s).

STUDENT ACHIEVEMENT and PROGRESS

NAPLAN assessments are conducted annually across Australia for students in Years 3, 5, 7 and 9. They are conducted in Numeracy, Reading, Writing, Spelling and Grammar and Punctuation. The small cohorts of students in Year 3 and 5 mean that some data is unable to be generated for our school context. We look at individual student progress and achievement as well as our comparisons to like WA Public Schools. Like schools are based on a school's ICSEA (Index of Community Socio-Educational Advantage), not geographical location.

From 2023, NAPLAN results are reported against proficiency standards, with student achievement shown against 4 levels of proficiency. There is a standard for each assessment area at each year level. This replaces the previous numerical NAPLAN bands and national minimum standards. The NAPLAN measurement scale and time series have also been reset. Results for 2023 will be the commencement of a new data time series. No NAPLAN to NAPLAN progress or Proficiency levels will be reported until 2025.

NAPLAN scales and proficiency standards

Education ministers agreed that NAPLAN test results would be reported using proficiency standards from 2023. Together with the move to an earlier NAPLAN in March, these changes meet an initiative of the 2019 National School Reform Agreement.

The proficiency standards are reported on reset NAPLAN measurement scales that make better use of the online adaptive tests.

Scales

NAPLAN results are reported using 5 scales: one for each of the domains of reading, writing and numeracy, and 2 for the conventions of language domain (one scale for spelling, and one for grammar and punctuation). Each scale spans all year levels from Year 3 to Year 9 with scores that range approximately from zero to 1000. It is possible for a NAPLAN scale score to be negative.

Proficiency standards

The NAPLAN proficiency standards include 4 proficiency levels for each assessment area at each year level:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Each of the standards represents increasingly challenging skills and understandings as students move through the years of schooling.

The number and percentage of questions a student needs to answer correctly to achieve a result in a given level varies depending on the test domain, year level and, for non-writing tests, the student's pathway through the tailored test.

A student's score point on each scale is determined by the student's total test score rather than the most difficult item correctly answered. Typically, students will be able to correctly answer most of the items that are below their score point and may correctly answer some of the items above their score point.

The diagram below illustrates the progression of proficiency levels from Year 3 to Year 9. It shows an average of the five assessment areas. There are slight variations between assessment areas – the precise location of each proficiency level on the NAPLAN scale is indicated in the table beneath the diagram.

Diagram: NAPLAN measurement scales averaged across domains

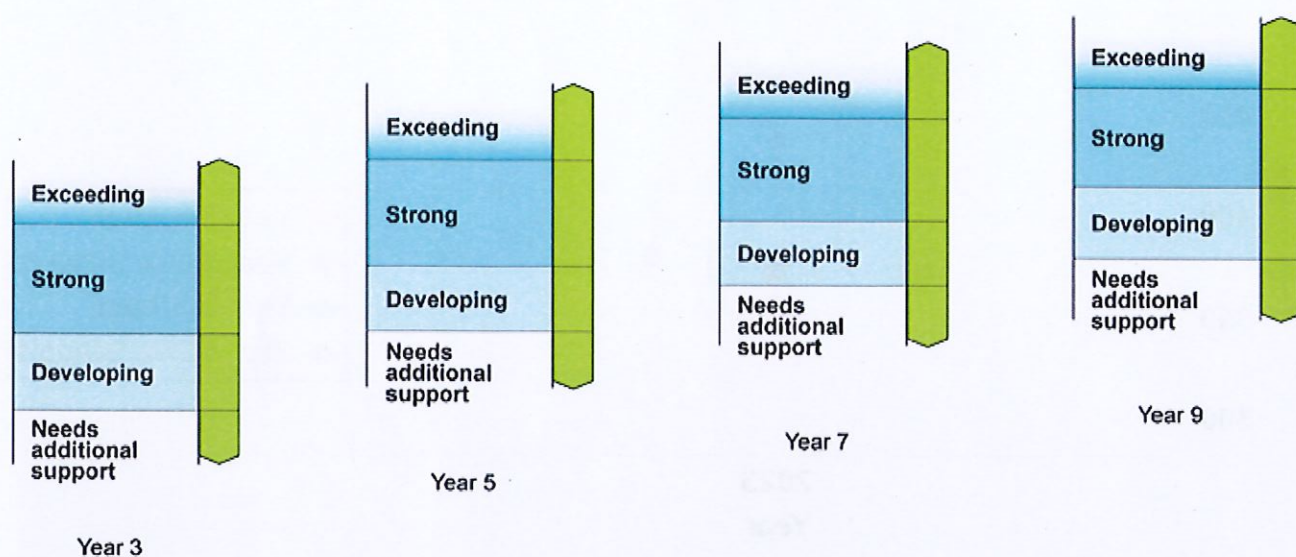
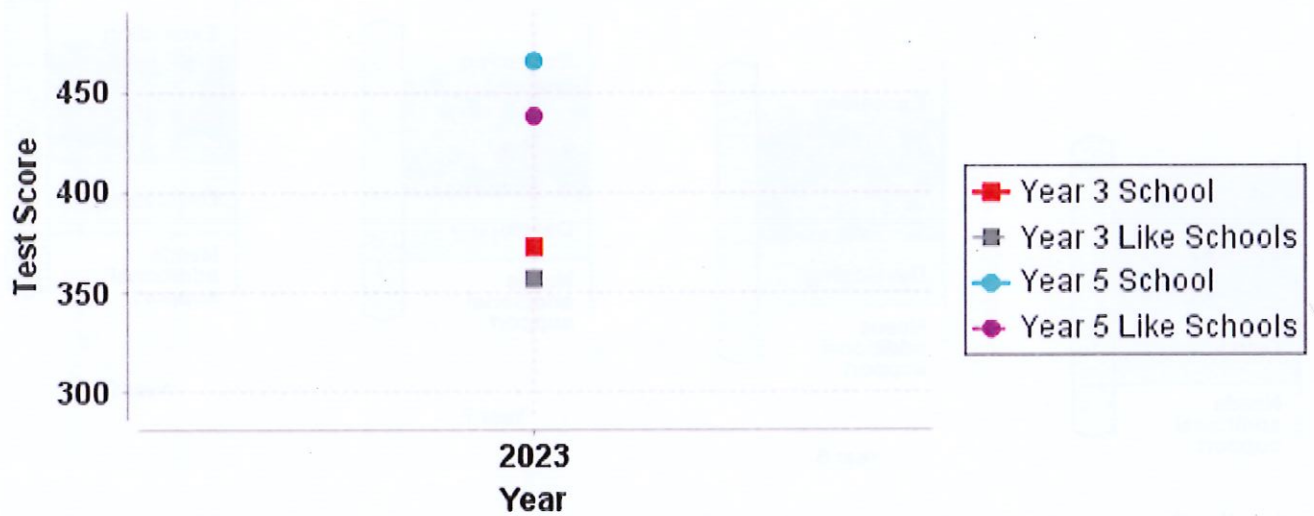


Table: NAPLAN scale score cut points (lower bounds) between proficiency levels

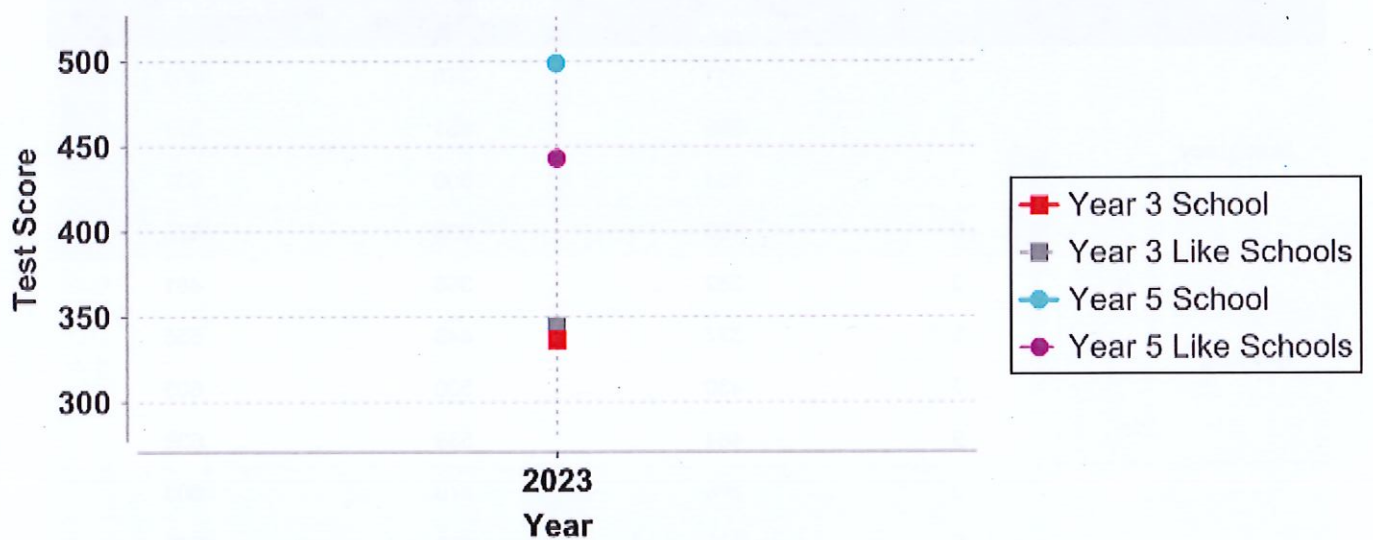
Domain	Year	Needs additional support / Developing	Developing / Strong	Strong / Exceeding
Numeracy	3	311	378	493
	5	386	451	577
	7	431	500	632
	9	463	536	673
Reading	3	282	368	481
	5	377	448	555
	7	430	500	603
	9	464	539	639
Writing	3	296	370	503
	5	385	455	570
	7	439	511	614
	9	469	553	647
Spelling	3	294	380	489
	5	378	451	553
	7	430	497	595
	9	470	532	627
Grammar and Punctuation	3	312	404	523
	5	397	470	582
	7	444	513	620
	9	460	545	649

2023 NAPLAN Results

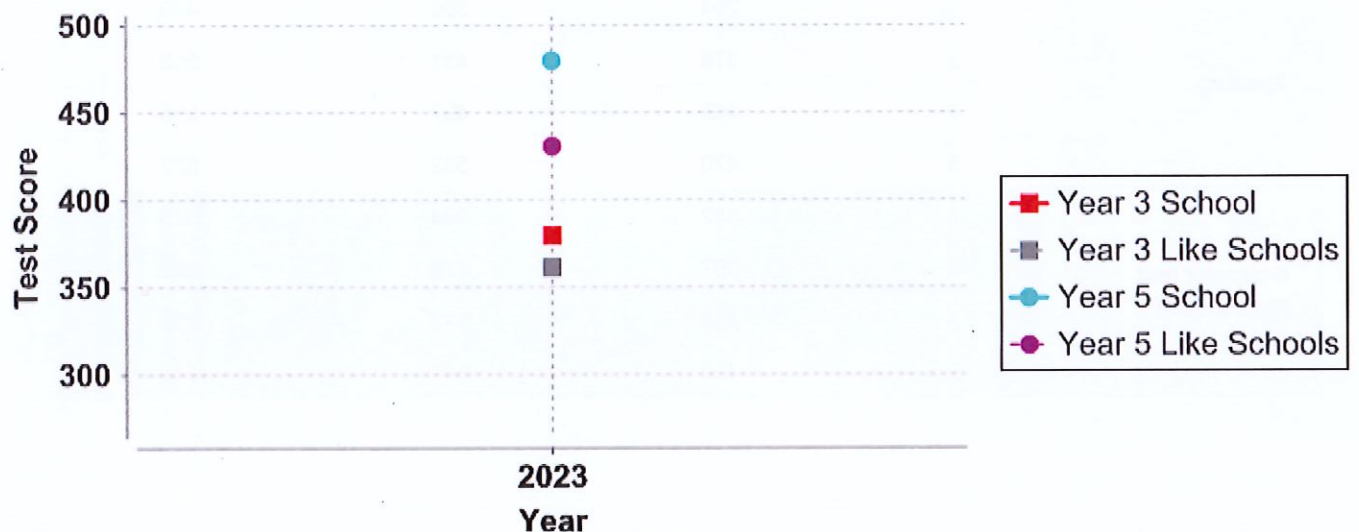
Average Numeracy Score



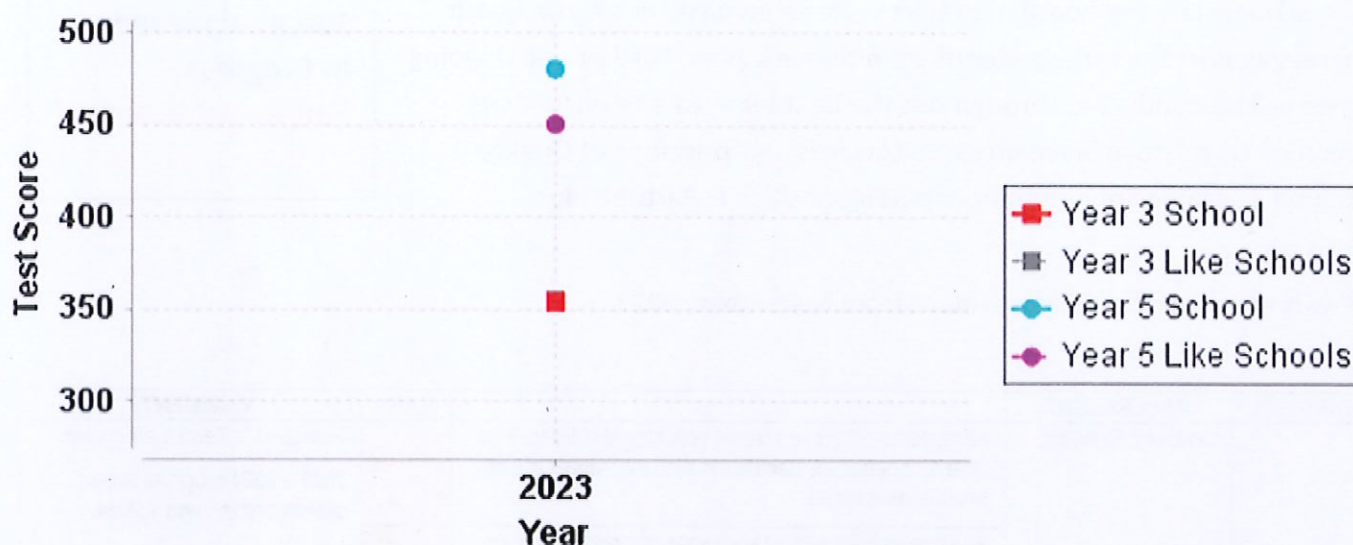
Average Reading Score



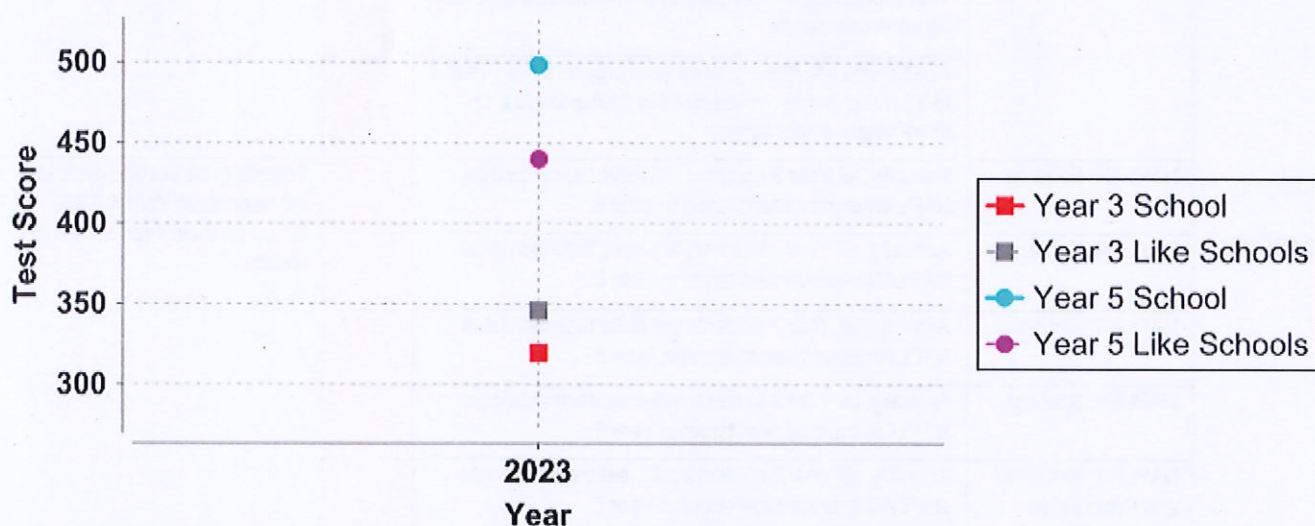
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



On-Entry data for PP—Year 2 students was collected, providing comprehensive data to inform teaching plans. Our school results are consistent with the Public School Median and the ICSEA (Index of Community Socio-educational Advantage) Decile Median. **NAPLAN** online was conducted successfully in 2023. Interpretation of cohort data is difficult due to the small numbers in each cohort of children.

Staff utilised other standardised testing measures including; Reporting to Parents, Brightpath and ACER (Australian Council for Educational Research) PAT (Progressive Assessment Tests). Further assessments, including observation and teacher judgements, were used to evaluate all aspects of our students' learning and progression, enabling them to grow socially and academically in a supportive environment. Staff analyse student data to provide every student with a pathway to a successful future. Data is collated to assist staff in planning the best possible outcomes for all students at our school. In collating the data, staff are able to formulate individual goals for each student with personalised attention to the names, numbers and needs of each student.

Data from all areas has been analysed to identify students requiring extra supports or extension. Children requiring literacy support are targeted through MiniLit or MacqLit, which is an evidence based intervention program. We also have a student involved with PEAC (Primary Extension and Challenge program).

Progress Against Business Plan Targets Self-assessment

2023 was the first year of the KPS Business Plan 2023—2025. In November 2023, school staff and board members were all involved in reviewing our progress against the targets identified in the new plan. Further and ongoing review will be conducted through-out the next two years to ensure we remain on target to achieve progress towards our priorities of Quality Teaching, Learning Environment and Relationships & Partnerships.

Target achieved
In Progress
Target not achieved
Unable to assess

Below is the school's self assessment from November, 2023.

TARGETS	ASSESSMENT		EVAL	COMMENTS
ACADEMIC	On-Entry: Reading	All students will make year on year progress from PP to Year 1 or better, as identified in their individual On Entry improvement target.		Assessed in Term 1 each year. 2023 – 2024 progress to be determined in Term 1 2024.
		All students will make year on year progress from Year 1 to Year 2 or better, as identified in their individual On Entry improvement target.		
	On-Entry: Numeracy	All students will make year on year progress from PP to Year 1 or better, as identified in their individual On Entry improvement target.		
		All students will make year on year progress from Year 1 to Year 2 or better, as identified in their individual On Entry improvement target.		
	NAPLAN: Reading	Annually, all Year 3 students will meet their individual NAPLAN improvement target in Year 5.		Targets to be set and evaluated for students in Year 4 2023, based on their Year 3 NAPLAN results.
	NAPLAN: Numeracy	Annually, all Year 3 students will meet their individual NAPLAN improvement target in Year 5.		
	NAPLAN: Writing	Annually, all Year 3 students will meet their individual NAPLAN improvement target in Year 5.		
	NAPLAN: Spelling	Annually, all Year 3 students will meet their individual NAPLAN improvement target in Year 5.		
	NAPLAN: Grammar and Punctuation	Annually, all Year 3 students will meet their individual NAPLAN improvement target in Year 5.		
	PAT Reading	90% or above of students in Years 1-6 demonstrate year on year progress across PAT cycles.		50%
	PAT Maths	90% or above of students in Years 1-6 demonstrate year on year progress across PAT cycles.		60%
	PAT Science	90% or above of students in Years 1-6 demonstrate year on year progress across PAT cycles.		33%
NON-ACADEMIC	Student Attendance data	Increase the proportion of students in the "regular" attendance category annually.		Sem 1 2022 – 40% Sem 1 2023 – 48.1 %
	National Schools Opinion Survey	Demonstrate an overall satisfaction rating of 80% or greater in the School Surveys (staff and parent).		School Culture Survey – Community June 2023
	Social Emotional Wellbeing Survey	Pre and Post measures indicate growth in students' social and emotional learning.		SEL program to be implemented Term 1 2024.
	Strategic planning	Develop a distributed leadership model which identifies and supports staff to build their leadership capacity.		
	Strategic planning	Develop a student leadership policy encompassing student voice and feedback which provides a range of authentic student leadership opportunities		

2023 Financial Results

ONE LINE BUDGET - Dec 2023 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	110,293	110,293
Carry Forward (Salary):	229,700	229,700

INCOME

Student-Centred Funding (including Transfers & Adjustments):	878,976	878,976
Locally Raised Funds:	15,049	21,581
Total Funds:	1,234,017	1,240,550

EXPENDITURE

Salaries:	772,980	772,980
Goods and Services (Cash):	209,105	154,073
Total Expenditure:	982,085	927,053

VARIANCE:	251,933	313,497
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The 2023 Kondinin Primary School Annual was endorsed by the School Board on 18 March 2024.

Signed

Merranie Beal
Principal

Date: 18-03-2024

Signed

Toni Smeed
Board Chair

Date: 18-03-2024

